

Three New Members Join MO AEL Professional Development Center



New members of the Missouri AEL Professional Development Center based at North Central Missouri College. Left to right: Marian Bohumil, Tom DeBlauw and Tina Liston.

Jamy Preul, Interim Director of Troy, MO. Tina has taught AEL for the Professional Development Center has announced that three new members have been added to the PDC staff.

Marian Bohumil has taught AEL for the State Fair AEL Program for the past 14 years. Marian lives in Clinton, MO. She has worked in the FUTURES program, a drug and alcohol rehab and in a regular AEL classroom. In a past life, she was also a national trainer for the IRS.

Tina Liston comes to the PDC from the St. Charles County Community College AEL Program and lives in

5 years and also works as a GED online teacher. She teaches computer classes for community education and does customized training for local businesses/ agencies.

Tom DeBlauw lives in Kirksville and is new to AEL. He worked as an admissions counselor for Truman University and was involved in national presentations. He spent six years in Fargo, North Dakota, working with students in a leadership position. Tom says he doesn't think we know what winter is!

"I think you will find them to be energetic, excited about the work and

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experienced" says Preul.

Legislative Visit Re-scheduled for March 6

AEL Directors from around the state will meet in Jefferson City on March 6 to visit members of the Missouri Legislature. Icy road conditions on February 13 forced MAELAA President, Bill Wagner to re-schedule the event.

DESE Director Ron Jewell has encouraged directors to invite students who are either currently enrolled in AEL or a program graduate. Sharing positive experiences with legislators could play a key role in future funding.

The Stars Come Out at MAACCE

Submitted by John Stains, Chair

MAACCE Public Relations/Publicity Committee



Members of the MAACCE Conference Planning Committee discussing plans for the upcoming 2007 Conference "When the Stars Come Out".

The Missouri Association for Adult, Community and Continuing Education (MAACCE) is gearing up for the 2007 summer conference. This year's theme is celebrating MAACCE membership and is called: "MAACCE 2007; When the Stars Come Out". This Hollywood theme will feature glamour galore. The conference will be held June 20-22, 2007 at Tan-Tar-A Resort in Osage Beach. All conference forms can be located on the MAACCE web site at www.maacce.org. You may choose from the standard Acrobat Reader form which you may print out and write on

or type, or you can use the new Microsoft Word documents available on the web. You will be able to open them and type directly on the forms. Then you can save, print or email them to whomever should receive them. This is a new and exciting option provided to the members this year. Also, for the first time, members will have the option to register for the conference directly from the web site. This option should be available by the first of April. Mail-in

Quote

"To teach is to learn twice."

Joseph Joubert

WIN Training March 15

DESE has scheduled two training sessions in March for WIN (Worldwide Interactive Network). WIN is an Internet-based instructional/remediation program tied closely to WorkKeys. The program also serves as a valuable tool for improving basic skills.

There will be two (identical) sessions offered on March 15 in Jefferson City. The first session scheduled from 9-11:30 a.m. and the second session from 1-3:30 p.m. To schedule, directors should contact Jenn Clemons at Jennifer.clemons@dese.mo.gov.

The PDC Corner

Are You an Effective Teacher?

Submitted by: Jamy Preul

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How do you measure your effectiveness in the classroom? Do you look at the number of students who attend class regularly- the number of students who make performance gains- the number of students who pass the GED- the number of students who attain a goal and/or the students who are friendly to you and seem to like to talk to you?

Research data shows that there is a clear relationship between low classroom standards, low-level curriculum, under-educated teachers and poor results.

Teacher effectiveness is not forever fixed! Through careful professional development, teachers can build their classroom effectiveness over time. This doesn't mean attending a convenient three-hour professional development workshop that sounds interesting. Teachers can demand high-quality professional development that will help them to learn better verbal and math teaching techniques, deep content knowledge and teaching skills.

Teacher effectiveness does matter, especially in the AEL classroom. Inputs dictate outcomes: if teachers ask for rigorous demonstrations of high-level learning and provide (teach) the relevant skills and knowledge, then the students will provide them.

What causes achievement gaps? Poor health, economic disadvantages, low-level assignments, low expectations, and ineffective instructional methods. Do our students arrive in high school with less than the average student? Results show that kids who come in a little behind, leave a lot behind! We have the opportunity to work with those who left high-school, typically behind the grade level they should be.

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National Center for the Study of Adult Learning and Literacy

National Center for the Study of Adult Learning and Literacy

The following articles were submitted by NCSALL for publication.

NCSALL Funding Ends

The research dissemination efforts of the National Center for the Study of Adult Learning and Literacy (NCSALL) end on March 31, 2007, with the end of the federal funding. The existing research publications, all back issues of *Focus on Basics*, training and teaching resources, and other materials will continue to be available on the NCSALL Web site at www.ncsall.net. All funding for NCSALL will end on July 31, 2007. We hope that NCSALL's efforts have improved practices and informed teaching in the educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma, as well as increased the research base on adult learning and literacy.

Teach Students About the Economic Impact of the GED

Beyond the GED: Making Conscious Choices About the GED and Your Future

Newly revised to include new data and information on the Internet, this guide for GED instructors offers lesson plans and helps teachers develop as professionals. It also gives adult learners an opportunity to practice writing, use graphs, read

charts, and analyze research findings on the economic impact of the GED. To download the guide, go to <http://www.ncsall.net/?id=35>.

New Occasional Papers Address Topics of Numeracy and Transitions

The Components of Numeracy by Lynda Ginsburg, Myrna Manly, and Mary Jane Schmitt

This occasional paper describes the complex nature of numeracy as it exists today. While there are large-scale assessments, standards documents, and position papers, there has not been a field- and research-based synthesis of the components required for adults to *be* numerate, to *act* numerately, and to *acquire* numeracy skills. This paper identifies and clarifies the nature of these components, as a guide to instruction and assessments, future research, and policy. To download the paper, go to <http://www.ncsall.net/?id=26>.

Transitioning Adults to College: Adult Basic Education Program Models by Cynthia Zafft, Silja Kallenbach, and Jessica Spohn

This NCSALL Occasional Paper describes the five models—*Advising*, *GED-Plus*, *ESOL*, *Career Pathways*, and *College Preparatory*—along

with recommendations for others contemplating offering adult college transition services. To download the paper, go to <http://www.ncsall.net/?id=26>

New NCSALL Annual Review Available in April 2007!

The Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice, Volume 7, edited by John Comings, Barbara Garner, and Cristine Smith, is the newest volume in this annual series from NCSALL. This volume presents chapters on the persistence of adult education students, adult education program quality, assistive technology, individualized group instruction, health literacy, research on professional development and teacher change, adult literacy and numeracy development in Australia, adult basic education in South Africa, and annotated bibliography on workplace education. To order the *Review of Adult Learning and Literacy*, Volume 7, visit Erlbaum's Web site at www.erlbaum.com or NCSALL's Web site at www.ncsall.net/?id=1002.

You may view these articles and others at <http://www.ncsall.net>

March Professional Development Opportunities

Submitted by: Jamy Preul

March brings different opportunities for Professional Development for you!

The MATH INSTITUTE is quickly approaching! To attend this great opportunity, teachers had to apply and then were selected. The dates are March 9 & 10 and it is hosted by the Professional Development Center out of North Central Missouri College and by the Department of Elementary and Secondary Education. Presenters are Janet Banks of State Fair Community College and Marian Bohumil of the PDC. The Institute will be held in Jefferson City.

A Learning Disabilities Workshop is also scheduled for March and will be held in Jefferson City. The dates for this workshop are March 7 for those who did not attend last summer, then March 8-9 for those who did attend last summer and/or March 7. The presenters are Patti White and Klaus Neu from Arkansas.

Patti White, M.Ed., is the Disabilities Project Manager for the Arkansas Adult Learning Resource Center, and provides various disabilities-related training and individual consultation for adult education and literacy programs in Arkansas.

As a national trainer for the National Institute for Literacy's *Bridges to Practice* training, Ms.

White has facilitated training and collaboration among a number of state agencies that provide services for adults with learning disabilities, including Rehabilitation Services counselors, Department of Human Services case managers, One-Stop personnel, adult education teachers, and literacy providers, and has trained over 1,500 various state agency service providers in more than fifteen states. Ms. White has presented at numerous national conferences, including the Learning Disabilities Association of America; the Technology, Reading and Learning Disabilities Conference; the Commission on Adult Basic Education; and the Pro-Literacy International Conference. State conference keynote addresses include South Dakota Adult Education and Michigan State Rehabilitation Services Agency.

Klaus G. Neu, Dipl. Paed., is the Media Coordinator for the Arkansas Adult Learning Resource Center. In addition to a business degree, Mr. Neu also completed a double major in Adult Education and Sociology from the University in Hamburg, Germany, and subsequently worked in the field of human resource development.

Mr. Neu's responsibilities include the development and maintenance of the assistive technology component of the Arkansas Adult Learning Resource Center's library for use in local adult education and

literacy programs in Arkansas. In addition to researching and purchasing effective assistive technological devices for adults with disabilities, he provides training in the use of the technology and coordinates its' implementation. Mr. Neu has presented at numerous workshops and conferences in Arkansas as well as several national adult education and literacy conferences, including the Learning Disabilities Association of America; the Technology, Reading and Learning Disabilities Conference; and the Pro-Literacy International Conference.

The March 8-9 LD Workshop is a 12 hour workshop as a follow-up for those who attended last year, or attends the March 7 session. They will be presenting assistive technology information and hands-on practice, along with strategies to use in a classroom. This session will be held at the Harry S. Truman Building, room 400, March 8th- 8a.m. to 5 p.m. and March 9th- 8 a.m. to noon.

The PDC will cover the cost of lodging for participants, and meals (breakfast and lunch). If a participant attends March 8-9, PDC will cover the lodging for two nights, also.

Anyone interested in attending any of these workshops need to contact Kim Nash at

knash@mail.ncmissouri.edu

Did You Know?

Submitted by: Jana Groner
Professional Development Specialist

How many of you are comfortable with essay writing with our students? Or how do you feel about working with students on how to make math applicable to their life experiences, how about sharing your knowledge on algebra, or how do you feel about teaching geometry? The in-services for FY06-07 were created for classroom instructors who need help with a 'weakness' area. How can we help students make more gains in Applied Math and Writing an Essay?

During the experience of presenting the above mentioned in-services, some questions were posed by teachers that required further discovery. The questions and answers are listed below:

1. Can students use a calculator on the *TABE* Applied Mathematics Assessment? Yes, students are allowed to use a calculator during the Applied Mathematics section of the test, but it is not necessary to use one to do the problems.
2. Do students get scratch paper for the math test? "You may use scratch paper to work the problems...." The scratch paper is collected at the end of the test.
3. What is the breakdown of what is covered on GED for the subject of Applied Mathematics?

The Mathematics Test covers material from the following areas:

- Number Operations and Number Sense (25%)
- Measurement and Geometry (25%)
- Data Analysis, Statistics, and Probability (25%)
- Algebra, functions, and patterns (25%).

*Some formulas are provided for the mathematics section.

There were questions that kept coming up in the Language Arts, Writing in-service as well. What were they? See them listed below.

1. How many pieces of paper do the students get for the essay?

The students get one page front and back with lines to use for actual writing the essay. The student does get one page of paper for essay brainstorming and outlining. The scratch paper is collected at the end of the Language Arts, Writing assessment.

2. What color of ink should the students use on the test?

The students need to use either a black or blue pen.

3. How Is the Essay Scored?

Two trained readers score the essay by evaluating its overall

effectiveness by judging the following:

- Focus, develops and supports main points
- Organizes essay
- Demonstrates effective word choice
- Uses correct sentence structure, grammar, spelling and punctuation

Remember:

The GED tests were designed to measure the major and lasting outcomes and skills associated with regular school study. Candidates are assessed on their knowledge of broad concepts as well as their ability to use knowledge, information, and skills to solve problems. The GED test requires students to demonstrate their critical thinking and problem-solving skills. The GED test includes questions that assess candidates' abilities to apply concepts and principles, analyze relationships, synthesize information and ideas, and evaluate information provided.

You may contact Jana Groner, Professional Development Specialist at jgroner@mail.ncmissouri.edu

Supplemental Literacy Planning Meeting

Submitted by: Shirley Hobson

Because it has become increasingly obvious to John Stains and those of us who work with Literacy Programs, John has formed a "committee" of Literacy Coordinators, Directors, Lift Representatives, and others to try to reshape and restructure the Supplemental Literacy Program.

The meeting was held in Jefferson City on January 30. In attendance were: Sarah Beaman-Jones, LIFT; Marj Boudreaux, Joplin Program; Diane Daldrop, Literacy, KC Program, Phyllis Harris, LIFT; Shirley Hobson, Rolla Program; Ron Jewell, DESE; Mary Ann Kramer, St. Louis Program; Patti Kueckelhan DOC; Merle Oberman, Parkway Program; Christi Phillips, Columbia Program; Margaret Silver, English Institute; John Stains, DESE and Deb Williams, State Fair Program.

John did a wonderful job of leading us in a "brainstorming/sharing" session. There were many, many great ideas brought out by various people.

Several items were discussed and the following were agreed upon:

1. The updated training modules for both coordinators and tutors will be placed on a CD for easy access to all programs.
2. Processes will be developed to ensure that new coordinators are given sufficient information and support.
3. Tutor trainings will move to more of continual professional development and "Just in Time" training. The initial training will be geared toward what was identified as "Non-Academic" processes, strategies and techniques.

For me, this session was more beneficial than any conference on training I have attended in the nine years I have been a Literacy Coordinator.

The next meeting is scheduled for March 13 to begin the process of developing the training modules.

Upcoming PDC Schedule

LD Workshop March 7-9
Math Institute March 9-10
BTAP March 31-April 1
PCW May 5 & 6

Other Events

COABE

March 25-28, 2007, Philadelphia, PA
April 28-May 1, 2008, St. Louis, MO

MAACCE

June 20-22, 2007, Lake Ozark, MO

Quote

"The greatest gift is a passion for reading."

Elizabeth Hardwick

Send Us Your Success Stories!

Does your program have a success story to share? Show-Me Literacy newsletter editor, Nancy Eads, is looking for program "success stories"-- whether it be about students, instructors, overall program achievement, or other things you would like to share with readers. "AEL programs see successes almost on a daily basis. This is a great opportunity for program directors to spotlight volunteers, teachers as well as student stories.

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